

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **PACIFIC VIEW LEADERSHIP ELEM** SCHOOL

**2020-21**

37-68338-6039861

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Martinez, Silvia

**Contact Person:** Martinez, Silvia

**Position:** Principal

**Telephone Number:**

**Address:** 6196 Childs Ave, Pacific View Leadership Elem, San Diego, CA, 92139-3612,

**E-mail Address:** smartinez5@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Pacific View Leadership Elementary

**DUE: October 5, 2020**

SITE CONTACT PERSON: Silvia Martinez, Principal

PHONE: (619) 430-1600

FAX:

E-MAIL ADDRESS: smartinez5@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP)       CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:


1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                 |
|--|---------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: 10/1/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation:           |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation:           |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation:           |
| <input type="checkbox"/> Other (list): _____   | Date of presentation:           |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/2/2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Silvia Martinez</u>	 10/9/2020
Type/Print Name of School Principal	Signature of School Principal / Date

<u>Ruth Villegas</u>	/Ruth Villegas/ emailed approval 10/13/2020
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date

<u>Xitlali Frutos</u>	/Xitlali Frutos / emailed approval 10/13/2020
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date

<u>LAMONT JACKSON</u>	 10/22/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title I Schoolwide Program.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

The site SSC meet between December and February to complete the LCFF and Title I Funded Activities Evaluations in preparation for the 2020-2021 SBB work. They again meet in February to approve the 2020-2021 budget.

Due to school closure. The following meetings were held online.

Title I Meeting: Screencastify Video sent to parents on October 5, 2020, sent via Class Dojo and posted on the School website

ELAC Meeting: October 1, 2020- EL parents met to review EL supports in SPSA

SSC Meeting October 2, the 2020-SSC team met to review and approve SPSA via zoom. They also reviewed and approved the Family Engagement Policy and the School-Parent Compact at that time.

**RESOURCE INEQUITIES**

Our CA Dashboard for 2018 was 22.4% chronic absenteeism and 4.7% suspension rates. Both of these indicators were in the Orange Performance Level. We had a goal to decrease our Chronic Absenteeism to 20% and our Suspension to 3%. Based on the CA Dashboard 2019, our Chronic Absenteeism rate did decline to 21.3%, which is just shy of our goal. Our Suspension rate went up to 5.6% so we were not able to meet that goal. Last year we set AMOs for Chronic Absenteeism for some of our student groups.

Based on the CA Dashboard for 2019, all of these groups made gains:

- Students with Disabilities - 2018 data was 29.3% and our goal was to get them to 25% and in 2019, they were at 21.7%. Our goal was met with a decrease of 7.6%.

- English Learners - 2018 data was 25.9% and our goal was to get them to 20% and in 2019, they were at 22.7%. While our goal was not met, this is a decrease of 3.2%.

- Hispanic/Latino - 2018 data was 24.9% and our goal was to get them to 20% and in 2019, they were at 23.4%. While our goal was not met, this is a decrease of 1.5%.
- Homeless/Foster - 2018 data was 29.5% and our goal was to get them to 25% and in 2019, they were at 26.2%. While our goal was not met, this is a decrease of 3.3%

### **Chronic Absenteeism**

Less than effective strategies included:

- Inability to monitor absences after COVID-19 school closures
- Inability to locate some families after COVID-19 school closures
- Students not participating in Spring Distance Learning due to lack of access to technology
- Counselor unable to connect with families pending permission to counsel from the district

In order to improve chronic absenteeism:

- Home visits as needed
- use district support
- reinforce the importance of attending school on a daily basis
- distribute Chromebooks and internet connectivity information
- Counselor-weekly check-ins with families not participating ( Some family dynamics may include and not limited to: parents working from home and managing online learning assignments and attending classes, high distractibility, and high frustrations with learning from home)
- Teachers are intentionally building relationships with families as they realize they are guests in the family's home

### **Suspensions**

Less than effective strategies include:

- Suspension off campus

In order to improve suspensions:

- continue to develop relationships
- continue to develop parental support
- Home visits as needed
- use district support
- reinforce the importance of following rules- Leader in Me emphasis
- Counselor-weekly check-ins with families not participating ( Some family dynamics may include and not limited to: parents working from home and managing online learning assignments and attending classes, high distractibility, and high frustrations with learning from home)
- Behaviors for suspensions follow district procedure
- Progressive discipline followed
- Teachers contract allows teachers to suspend students from classrooms

**ELA/Math**

**Due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.**

- 43.8% of students in gr. 3-5 met or exceeded the standard on ELA SBA
- 36% of Hispanic or Latino in gr. 3-5 met or exceeded the standard on ELA SBA
- 22% of ELs in gr. 3-5 met or exceeded the standard on ELA SBA
- 47% of Homeless/Foster students in gr. 3-5 met or exceeded the standard on ELA SBA
- 12.5% of Socioeconomically Disadvantaged in grade 3-5 met or exceeded the standard of ELA SBA

**Due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.**

- 41% of students in gr. 3-5 met or exceeded standard on Math SBA
- 19% of ELs in gr. 3-5 met or exceeded standard on Math SBA
- 35% percent of Hispanic or Latino in gr. 3-5 met or exceeded standard on Math SBA
- 32% percent of Homeless/Foster students in gr. 3-5 met or exceeded standard on Math SBA

Less than effective strategies:

- AEP Teachers do not know students like classroom teachers, management concerns pre-COVID closure
- AEP Program not offered in the spring after school closure- PLCs did not take place after March 13
- Sub shortage in the district to cover classrooms - classes were split because of various teachers out, missing direct instruction, students left to work independently
- Distance learning was new and

In order to improve:

- PLCs 2hr. 1X month
- Grade level planning
- Flextime for teacher planning
- PD- building relationships, engagement, online learning Fisher book and PD
- Online assessments
- More teacher time direct instruction and small group instruction via zoom-synchronous
- Asynchronous time- purposeful assignments
- Parent Communication

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Connie Gonzalez	Other School Personnel
Anthony Williamson	Parent
Laura Garduno	Classroom Teacher
Silvia Martinez	Principal
Mary Miras	Classroom Teacher
Cindy Trunzo	Classroom Teacher
Kiawana Lazarus	Parent
Ruth Villegas	Parent
Tina Young	Parent

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Our CA Dashboard for 2018 was 22.4% chronic absenteeism and 4.7% suspension rates. Both of these indicators were in the Orange Performance Level. We had a goal to decrease our Chronic Absenteeism to 20% and our Suspension to 3%. Based on the CA Dashboard 2019, our Chronic Absenteeism rate did decline to 21.3%, which is just shy of our goal. Our Suspension rate went up to 5.6% so we were not able to meet that goal.

Last year we set AMOs for Chronic Absenteeism for some of our student groups. Based on the CA Dashboard for 2019, all of these groups made gains:

- Students with Disabilities - 2018 data was 29.3% and our goal was to get them to 25% and in 2019, they were at 21.7%. Our goal was met with a decrease of 7.6%.
- English Learners - 2018 data was 25.9% and our goal was to get them to 20% and in 2019, they were at 22.7%. While our goal was not met, this is a decrease of 3.2%.
- Hispanic/Latino - 2018 data was 24.9% and our goal was to get them to 20% and in 2019, they were at 23.4%. While our goal was not met, this is a decrease of 1.5%.
- Homeless/Foster - 2018 data was 29.5% and our goal was to get them to 25% and in 2019, they were at 26.2%. While our goal was not met, this is a decrease of 3.3%

Overall Effectiveness:

- School Counselor duties/responsibilities interrupted because of school closure
- Second Step Lessons- interruption in program because of school closure
- Social/Emotional Small Groups - interruption in program because of school closure
- Resources to Families (Say San Diego) - interruption in program because of school closure
- Facilitate Student Study Team Meetings - interruption in program because of school closure



- Monitor Attendance/SARB Students - interruption in program because of school closure  
 - Home Visits - Individual student counseling support - Liaison for School Link, a school-based therapy program -interruption in program because of school closure

**\*Major Differences**

Due to Covid-19 school closure, we were not able to implement our plans completely. Attendance was more difficult to monitor and reinforce, small groups were not run as regularly and outside agency referrals stopped. After school closure, recess stopped and we were not able to receive all of the PlayWorks services planned and the counselor was unable to offer Second Step Lessons to students.

**\*Changes**

Because of online learning, weekly attendance will be checked by a team including the counselor in order to reach out to families that are either not submitting assignments or attending zoom classes. The counselor will provide online small groups and individual support via zoom or phone to students as needed.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease	22.4%	20%	Chronic Absenteeism	Annual
June 2021	TK-5	Decrease	4.7%	3%	Suspension	Annual
June 2021	TK5	increase monthly attendance rate	95%	97%	Attendance	Monthly

**\*Identified Need**

CA Dashboard for 2019 shows that the site is in the Orange Performance Level for the indicator of Academic Engagement: Chronic Absenteeism with 21.3% of all students chronically absent. This is a decrease of 1% from 2018. For the indicator for Conditions & Climate: Suspension Rate, we are at 5.6% of our students being suspended at least once. This is an increase of 0.9% from 2018.

For Chronic Absenteeism, we had one student group in the Red Performance Level (Socioeconomically Disadvantaged) and five student groups in the Orange Performance Level (Students with Disabilities, English Learners, Filipino, Hispanic, and Homeless). For Suspension Rate, we had one student group in the Red Performance Level (Students with Disabilities) and four student groups in the Orange Performance Level (English Learners, Filipino, Hispanic, and Socioeconomically Disadvantaged).

To support districtwide initiatives, we are also setting a goal for our Black Youth (African American). This student group is historically small at our site but we understand the importance of tracking what data we can to support them academically and their social-emotional wellbeing. On the 2019 CA Dashboard, the African American student group did not have a performance color for Chronic Absenteeism. They were at 21.4% chronically absent, which was a decrease of 11.9% from 2018. For Suspension Rate, they again do not have a performance color. They were at 7.1% suspended at least once, which was down 4% from 2018.

**\*Online Learning Implications**

Some systems our site has in place to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being are -Social Emotional Learning where teachers are Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.  
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Attendance/Chronic Absenteeism related**

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.  
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.  
-Tier 3 - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.  
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Students with Disabilities	Decrease Chronic Absenteeism	21.7	18%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Decrease Chronic Absenteeism	22.7%	20%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease Chronic Absenteeism	23.4%	20%	Chronic Absenteeism	Annually
June 2021	Tk-5	Homeless/Foster	Decrease Chronic Absenteeism	26.2%	25%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease Suspension	5.2%	4%	Suspension	Annually
June 2021	Tk-5	Homeless/Foster	Decrease Suspension	6.3%	5%	Suspension	Annually
June 2021	Tk-5	Students with Disabilities	Decrease Suspension	4.9%	3%	Suspension	Annually

## Pacific View Leadership Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Tk-5	Filipino	Decrease Chronic Absenteeism	10%	6%	Chronic Absenteeism	Annually
June 2021	Tk-5	Black or African American	Decrease Chronic Absenteeism	21.4%	12%	Attendance	Annually
June 2021	Tk-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	24.2%	20%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Suspension	5.9%	3%	Suspension	Annually
June 2021	Tk-5	Socioeconomically Disadvantaged	Suspension	5.8%	3%	Suspension	Annually
June 2021	Tk-5	Black or African American	Suspension	7.1%	3%	Suspension	Annually

### Counselor

#### \*Students to be served by this Strategy/Activity

Unduplicated students/All students

#### \*Strategy/Activity - Description

Counselor will monitor all student's attendance. She will address individual classroom needs with social/emotional lessons. Students needing Tier 3 interventions will be provided through the SST process, which addresses attendance, and behavior needs. We will implement the No Hate program. Use our school counselor to help facilitate the following with targeted student groups (English Learners, Students with Disabilities, Hispanic, Homeless, Black Youth):

- Second Step Lessons
- Social/Emotional Small Groups
- Resources to Families (Say San Diego)
- Facilitate Student Study Team Meetings
- Monitor Attendance/SARB Students
- Home Visits
- Individual student counseling support
- Liaison for School Link, a school-based therapy program
- Coordinator No Hate Program

Also included to improve attendance, as allowed per CDC and District- zoom or live field trips to increase student engagement.

## Pacific View Leadership Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>								
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Rationale</b>
F01711C	School Counselor	0.20000	\$17,414.40	\$27,584.95	0171-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Counselor monitoring absenteeism and behavior. Provide on-going support to students.
F01711D	School Counselor	0.20000	\$17,414.40	\$27,584.95	0171-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Counselor monitoring chronic absenteeism and behavior. Providing on-going support to students.
N0171B7	Interprogram Svcs/Field Trip		\$1,764.00	\$1,764.00	0171-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]	Field Trips that are standard based, pending CDC District safety guidelines for in-person visits, on line zoom visits may be possibility, also possibility of no field trips

### Intervention Support

#### \*Students to be served by this Strategy/Activity

Unduplicated students/all students

#### \*Strategy/Activity - Description

The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support. The ILT also works to review the needs of our student body and suggest additional support options.

#### \*Proposed Expenditures for this Strategy/Activity

<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N01713L	Classroom Teacher Hrly		\$4,089.00	\$5,000.44	0171-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Classroom teacher hourly used for extra PLC and/or ILT Meetings
N01715M	Supplies		\$10,000.00	\$10,000.00	0171-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		purchase books that supplement literacy, topics include social-emotional well-being and professional reading to support instructional program

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

#### IMPLEMENTATION

Last year we implemented PLCs, which centered on assessment and delivering purposeful lessons that supported the next steps of instruction, hired substitute teachers to allow opportunities for classroom teachers to meet and discuss students' needs and growth.

- PLC's took place during the Art Education Program. PLCs were intended for teachers to disaggregate data in order to monitor student progress and plan effective lessons. Teachers were able to create scaffolds to support their targeted students. Due to COVID-19 closure, PLCs after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage. Teachers met with the Special Education team to review IEP student goals. Due to COVID-19 closure, Special Education Meetings after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage three times a year in order to meet with the principal for student monitoring meetings. Due to COVID-19 closure, Special Education Meetings after March 13th were not held. Only two meetings held.

Instructional Leadership Team (ILT) met six times a year to analyze data and plan PD that was purposeful. Topics included analyzing data, setting a purpose statement, lesson design and professional readings. Due to COVID-19 closure, ILT meetings after March 13th were not held, only four meetings were held.

#### OUTCOMES/EFFECTIVENESS-

**Due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.**

- 43.8% of students in gr. 3-5 met or exceeded the standard on ELA SBA

- 36% of Hispanic or Latino in gr. 3-5 met or exceeded the standard on ELA SBA
- 22% of ELs in gr. 3-5 met or exceeded the standard on ELA SBA
- 47% of Homeless/Foster students in gr. 3-5 met or exceeded the standard on ELA SBA
- 12.5% of Socioeconomically Disadvantaged in grade 3-5 met or exceeded the standard of ELA SBA

**DRA Schoolwide Analysis:**

Due to COVID-19 School Closures, the DRA data collected was incomplete. The First Administration DRA site overview showed 46.57% schoolwide TK-5 students were reading at grade level or above. During the Second Administration, not all students were tested; we were missing about 6% of the data of the students enrolled at the time of the school closure. This incomplete data showed that 62.2 % of students were at grade level or above. Showing a possible growth of 15.63% in the Spring. No data was available for the end of the year.

**\*Major Differences**

PLCs- Prior to COVID-19 School Closure, some PLC sessions were missed because the Arts Education Program (AEP) did not have substitute teachers who were qualified to teach specific art programs. As a result, no teacher coverage was provided and teachers missed analyzing and planning time. After COVID-19 School Closure, no PLC sessions were held.

**\*Changes**

Communication with Arts Education Program (AEP) department will be on going to ensure qualified substitutes teachers are present to teach when the regularly assigned art teacher is absent as well as pending decision if AEP program will be offered at PVLE, due to the COVID-19 school closures.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or exceeded standard	43.8%	50%	CAASPP ELA	Annually
June 2021	3-5	increase number of students at grade level	baseline	+10%	DRA 2	Annually

**\*Identified Need**

Based on the CA Dashboard for 2019, in the area of Academic Performance: English Language Arts, the site as a whole is in the Orange Performance Level. All Students were 15.8 points below standard. This declines from 2018 by 10.3 points. We also have three student groups in the Orange Performance Level as well: English Learners (26.7 points below standard, maintained -2.4 points), Socioeconomically Disadvantaged (20.2 points below standard, declined 9.2 points), and Hispanic (30.1 points below standard, declined 13.1 points).

The following data from the 2019 CAASPP for ELA served as basis for our goals:

- 43.8% of students in gr. 3-5 met or exceeded standard on ELA SBA
- 36% percent of Hispanic or Latino in gr. 3-5 met or exceeded standard on ELA SBA
- 22% percent of ELs in gr. 3-5 met or exceeded standard on ELA SBA

- 47% percent of Homeless/Foster students in gr. 3-5 met or exceeded standard on ELA SBA  
 In support of district-wide initiatives, the site is also going to create goals for our Students with Disabilities and our Black Youth. Historically, our Black Youth (African American) student group has been too small for the state to collect data on so we will be thoughtful as to how we will show their goals.

**\*Online Learning Implications**

Some systems our site has in place to monitor and evaluate supports for students in the areas of ELA are:

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or Exceed Standards	22%	30%	CAASPP ELA	Yearly
June 2021	3-5	Hispanic or Latino	Meet or Exceed Standards	36%	40%	CAASPP ELA	Yearly
June 2021	Tk-5	English Learner	Grade Level Expectation	baseline year	30%	DRA 2	Quarterly
June 2021	Tk-5	Students with Disabilities	Grade Level Expectation	baseline year	25%	DRA 2	Quarterly
June 2021	Tk-5	Black or African American	Grade Level Expectations	baseline year	30%	DRA 2	Monthly
June 2021	Tk-5	Hispanic or Latino	Grade Level Expectations	baseline year	40%	DRA 2	Monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Grade Level Expectations	baseline year	45%	DRA 2	Monthly
June 2021	3-5	Socioeconomically Disadvantaged	Meet or Exceed Standards	41.9%	45%	CAASPP ELA	Yearly
June 2021	3-5	Black or African American	Meet or Exceed Standards	baseline year	+5%	CAASPP ELA	Yearly
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	baseline year	+5%	CAASPP ELA	Yearly

<b>PLC/PD</b>							
<b>*Students to be served by this Strategy/Activity</b>							
<p>Unduplicated students/All students will be served by this strategy. Extra focus will be on Hispanic, EL, Students with Disabilities, Socially Disadvantaged and Black Youth students by way of:</p> <ul style="list-style-type: none"> <li>- Designated and Integrated ELD (if EL)</li> <li>- Small group targeted instruction</li> <li>- Setting target literacy goals</li> <li>-Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA</li> <li>-PLC time in order to analyze student reading data and time to planning meaningful lessons.</li> </ul>							
<b>*Strategy/Activity - Description</b>							
<p>The following activities will support our professional learning as allowed by SDEA Online Learning MOU:</p> <ul style="list-style-type: none"> <li>- Monthly PLCs and PD</li> <li>- Monthly ILT- Analyzing Data and Planning PDs</li> </ul> <p>The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support.</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<b>ID</b>	<b>Proposed Expenditures</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Rationale</b>
N01719	Interprogram Svcs/VAPA	\$27,764.00	\$27,764.00	0171-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Purchase district AEP visiting teachers to provide release time so that teachers can meet to collaborate-pending return to school
N0171S	Interprogram Svcs/Paper	\$6,199.00	\$6,199.00	0171-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	For copies, instruction
N01711F	Supplies	\$1,981.00	\$1,981.00	0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Purchase supplemental supplies to support instruction, including professional texts
N01712V	Prof&Curriclm Dev Vist Tchr	\$13,901.00	\$16,999.52	0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Pay for substitutes for ILT representatives extra hours to meet after school hours to plan for professional development
N01715I	Classroom Teacher Hrly	\$2,863.00	\$3,501.16	0171-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Pay teachers extra for planning or teaching students beyond regular work day



## Pacific View Leadership Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N017172	Supplies	\$3,589.00	\$3,589.00	0171-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Purchase supplemental supplies to support instruction, including professional texts
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### Goal 3 - Mathematics

#### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

#### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

#### IMPLEMENTATION

Last year we implemented PLCs, which centered on assessment and delivering purposeful lessons that supported the next steps of instruction, hired substitute teachers to allow opportunities for classroom teachers to meet and discuss students' needs and growth.

- PLC's took place during the Art Education Program. PLCs were intended for teachers to disaggregate data in order to monitor student progress and plan effective lessons. Teachers were able to create scaffolds to support their targeted students. Due to COVID-19 closure, PLCs after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage. Teachers met with the Special Education team to review IEP student goals. Due to COVID-19 closure, Monitoring Meetings after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage 3x year in order to meet with the principal for student monitoring meetings. Due to COVID-19 closure, Special Education Meetings after March 13th were not held. Only two meetings held.

#### OUTCOMES/EFFECTIVENESS

**Due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.**

- 41% of students in gr. 3-5 met or exceeded standard on Math SBA
- 19% of ELs in gr. 3-5 met or exceeded standard on Math SBA
- 35% percent of Hispanic or Latino in gr. 3-5 met or exceeded standard on Math SBA
- 32% percent of Homeless/Foster students in gr. 3-5 met or exceeded standard on Math SBA

**Math Schoolwide Data Collected**

Due to the COVID-19 School closure, data was incomplete.

**\*Major Differences**

PLCs- Prior to COVID-19 School Closure, some PLC sessions were missed because the Arts Education Program (AEP) did not have substitute teachers who were qualified to teach specific art programs. As a result, no teacher coverage was provided and teachers missed analyzing and planning time. After COVID-19 School Closure, no PLC sessions were held.

**\*Changes**

Communication with Arts Education Program (AEP) department will be on going to ensure qualified substitutes teachers are present to teach when the regularly assigned art teacher is absent as well as pending decision if AEP program will be offered at PVLE, due to the COVID-19 school closures.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Meet or Exceed Standards	43%	50%	CAASPP Math	Annually
June 2021	3rd-5th	increase number of students at grade level	baseline	+10%	Site Developed Common Assessments	3 x year

**\*Identified Need**

The following data served as the basis for our goals:

- 43 % of students in gr. 3-5 met or exceeded standard on Math SBA
- 25% of ELs in gr. 3-5 met or exceeded standard on Math SBA
- 34.8% of Hispanic students in gr. 3-5 met or exceeded standard on Math SBA
- 18.8% of Socioeconomically Disadvantaged students in grades 3-5 met or exceeded standard on Math SBA

On the 2019 CA Dashboard, Pacific View is in the Yellow Performance Level. All students are 19.3 points below standard, which is maintained from 2018. We have no student groups in the Red Performance Level and three student groups in the Orange Performance Level: English Learners, Hispanic, and Socioeconomically Disadvantaged. Our English Learners were at 33.1 points below standard, which declined 7.6 points from 2018. Hispanic students were 30.9 points below standard, which maintained from 2018. Socioeconomically Disadvantaged students were at 29.3 points below standard, which also declines from 2018, but 4.5 points.

In support of districtwide initiatives, the site is also going to create goals for our Students with Disabilities and our Black Youth. Historically, our Black Youth (African American) student group has been too small for the state to collect data on so we will be thoughtful as to how we will show their goals.

**\*Online Learning Implications**

Some systems our site has in place to monitor and evaluate supports for students in the areas of Math are:

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Hispanic or Latino	Meet or Exceed Standards	34.8%	43%	CAASPP Math	Annually
June 2021	3rd-5th	English Learner	Meet or Exceed Standards	25%	30%	CAASPP Math	Annually
June 2021	3rd-5th	Homeless/Foster	Meet or Exceed Standards	30.8%	35%	CAASPP Math	Annually
June 2021	3rd-5th	Hispanic or Latino	Grade Level Expectations	baseline year	43%	Site Developed Common Assessments	3 x year
June 2021	3rd-5th	English Learner	Grade Level Expectations	baseline year	30%	Site Developed Common Assessments	3 x year
June 2021	3rd-5th	Homeless/Foster	Grade Level Expectations	baseline year	35%	Site Developed Common Assessments	3 x year
June 2021	3rd-5th	Socioeconomically Disadvantaged	Meet or Exceed Standards	18.8%	23%	CAASPP Math	Annually
June 2021	3rd-5th	Students with Disabilities	Meet or Exceed Standards	baseline year	+5%	CAASPP Math	Annually
June 2021	3rd-5th	Students with Disabilities	Meet or Exceed Standards	baseline year	+5%	Site Developed Common Assessments	3 x year

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June 2021	3rd-5th	Black or African American	Meet or Exceed Standards	baseline year	+5%	CAASPP Math	Annually
June 2021	3rd-5th	Black or African American	Grade Level Expectations	baseline year	+5%	Site Developed Common Assessments	3 x year
January 2021	3rd-5th	Socioeconomically Disadvantaged	Grade Level Expectations	baseline year	+5%	Site Developed Common Assessments	3 x year

### PLC/PD

#### \*Students to be served by this Strategy/Activity

Unduplicated students/All students will be served by this strategy. Extra focus will be on Socioeconomically Disadvantaged, Hispanic, EL ,Black Youth and Students with Disability and students by way of:

- Integrated ELD (if EL)
- Small group targeted instruction
- Setting target math goals
- Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for math
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

#### \*Strategy/Activity - Description

The following activities will support our professional learning as allowed by SDEA Online Learning MOU:

- Monthly PLCs and PD
- Monthly ILT- Analyzing Data and Planning PDs

The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper	0171-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0171S	Similar activity with a math focus.
	Interprogram Svcs/VAPA	0171-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01719	Similar activity with math focus
	Prof&Curriclm Dev Vist Tchr	0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01712V	Similar activity with math focus

## Pacific View Leadership Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies	0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01711F	Similar activity with a math focus
	Classroom Teacher Hrly	0171-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N01715I	Similar activity with focus on math

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

#### IMPLEMENTATION

Last year we implemented PLCs, which centered on assessment and delivering purposeful lessons that supported the next steps of instruction, hired substitute teachers to allow opportunities for classroom teachers to meet and discuss students' needs and growth.

- PLC's took place during the Art Education Program. PLCs were intended for teachers to disaggregate data in order to monitor student progress and plan effective lessons. Teachers were able to create scaffolds to support their targeted students. Due to COVID-19 closure, PLCs after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage. Teachers met with the Special Education team to review IEP student goals. Due to COVID-19 closure, Special Education Meetings after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage 3x year in order to meet with the principal for student monitoring meetings. Due to COVID-19 closure, Special Education Meetings after March 13th were not held. Only two meetings held.

Instructional Leadership Team (ILT) met six times a year to analyze data and plan PD that was purposeful. Topics included analyzing data, setting a purpose statement, lesson design and professional readings. Due to COVID-19 closure, ILT meetings after March 13th were not held, only four meetings were held.

#### OUTCOME/EFFECTIVENESS

- Due to the significant changes in the scale score ranges for the ELPAC, we cannot do a year-to-year comparison. CDE recommend using 18-19 as the baseline (not 17-18). Also due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.

- The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:
- In Gr. 1, 35% (5/14) of ELs tested at Level 2 or above. Zero students scored below expected proficiency.
- In Gr. 2, 50% (5/10) of ELs tested at Level 3 or above. Five students scored below expected proficiency.
- In Gr. 3, 50% (8/16) of ELs tested at Levels 3 or above. Eight students scored below expected proficiency.
- In Gr. 4, 40% (6/15) of ELs tested at Level 4 and may be eligible for reclassification. Nine students scored below expected proficiency.
- In Gr. 5, 78 % (7/9) of ELs tested at Level 4 and may be eligible for reclassification. Two students scored below expected proficiency.
- Approximately (11/64) 17% of current 4th and 5th grade ELs may be at risk of being LTELs.

Reclassification data shows that we were able to reclassify 14 students in 18-19. Reclassification data shows that for 2019-2020 school year we were able to reclassify all 8 students recommended for reclassification.

**\*Major Differences**

PLCs- Prior to COVID-19 School Closure, some PLC sessions were missed because the Arts Education Program (AEP) did not have substitute teachers who were qualified to teach specific art programs. As a result, no teacher coverage was provided and teachers missed analyzing and planning time. After COVID-19 School Closure, no PLC sessions were held.

**\*Changes**

Our goal will be to increase the number of students that are moving up to the expected annual growth rate; taking into consideration issues such as date entered the US, attendance, or any other circumstances. Data from 18-19 will serve as baseline due to significant changes in the scale score ranges from 17-18.

Teachers will continue to work with at-risk LTELs and newcomers in small groups.

**\*Integrated English Language Development**

- Training for Benchmark Education will be provided by district EL Resource Teacher.
- The Benchmark program includes strategies for teacher to use as necessary and appropriate for integrated ELD.
- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations and PLC, the agenda will include time for discussion about and planning for integrated ELD.

**\*Designated English Language Development**

- The Benchmark program contains a comprehensive designated ELD component, which meets the State Standards as well as ELD standards.
- Designated ELD will be on the daily schedule.
- During grade level collaborations, the agenda will include discussion about and planning for designated ELD.
- Training will be provided by district EL resource teacher.
- English Learners will be closely monitored for growth on assessments.

<b>*Goal 4 - English Learners</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	English Learner	Meet or exceed standards	22%	25%	CAASPP ELA	Yearly
June 2021	3-5	English Learner	Meet or exceed standards	25%	30%	CAASPP Math	Yearly
June 2021	1-5	English Learner	one year growth	baseline year	25%	Summative ELPAC	Yearly

**\*Identified Need**

Due to the significant changes in the scale score ranges for the ELPAC, we cannot do a year-to-year comparison. The CDE recommends using 18-19 as the baseline (not 17-18).

The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC: (Due to COVID-19 School Closure-No Summative ELPAC Data for 2019-2020 school year)

- In Gr. 1, 35% (5/14) of ELs tested at Level 2 or above. Nine students scored below expected proficiency.
- In Gr. 2, 50% (5/10) of ELs tested at Level 3 or above. Five students scored below expected proficiency.
- In Gr. 3, 50% (8/16) of ELs tested at Levels 3 or above. Eight students scored below expected proficiency.
- In Gr. 4, 40% (6/15) of ELs tested at Level 3. Nine students scored below expected proficiency.
- In Gr. 5, 78 % (7/9) of ELs tested at Level 3. Two students scored below expected proficiency.
- In Gr. 4-5, (4/23) 17% of current 4th and 5th grade ELs may reclassify in 19-20.

Reclassification data shows that we were able to reclassify 14 students in 18-19. Twenty -seven potential, 14 who reclassified, RFEP 51.9%.

Reclassification data for 19-20 showed that 8 students qualified for reclassification and all students reclassified. RFEP 100% met our target goal.

The 2019 CA Dashboard data for our English Learners shows. That in English Language Arts they are in the Orange Performance Level at 26.7 points below standard (maintained -2.4 points from 2018) and in math, they are in the Orange Performance Level at 33.1 points below standard (declined 7.6 points). Looking at the data comparisons for this subgroup, in ELA, our Current English Learners are 56.2 points below standard (increased 6.7 points) and for math, they are 54.5 points below standard (declined 8.6 points). Our Reclassified English Learners group is too small to have data reported.

The English Learner Progress Indicator on the Dashboard shows that 38.6% of our English Learners are making progress towards English language proficiency. This is considered a low performance level. 1.7% of our ELs maintained ELPI Level 4, 26.3% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, and 35% of ELs decreased at least one ELPI Level.



<b>*Online Learning Implications</b>							
<p>Some systems our site has in place to monitor and evaluate supports for students in the areas of ELD are:</p> <ul style="list-style-type: none"> <li>-Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.</li> <li>-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</li> <li>-Formative assessment data will be collected, analyzed and feedback given to students</li> </ul>							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	Reclassify ELs who are Eligible (score 4 on ELPAC)	51.9%	95%	Summative ELPAC	Yearly
<b>PLC/PD</b>							
<b>*Students to be served by this Strategy/Activity</b>							
Unduplicated students/English Learners							
<b>*Strategy/Activity - Description</b>							
<b><u>VISITING TEACHERS</u></b>							
<p>Grade level collabs/PLC: AEP Visiting teachers are funded so that teachers can meet in three hour PLC. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.</p> <p>The following activities will support our professional learning as allowed by SDEA Online Learning MOU:</p> <ul style="list-style-type: none"> <li>- Monthly PLCs and PD</li> <li>- Monthly ILT- Analyzing Data and Planning PDs</li> <li>- Lesson Planning using Benchmark ELD instruction.</li> </ul> <p>The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support.</p>							

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Interprogram Svcs/VAPA				0171-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01719	Similar Activity with EL Focus
	Prof&Curriclm Dev Vist Tchr				0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01712V	Similar Activity with EL focus
	Supplies				0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01711F	Similar Activity with EL focus
	Classroom Teacher Hrly				0171-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N01715I	Similar activity with focus on ELD

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

#### IMPLEMENTATION

Last year we implemented PLCs, which centered on assessment and delivering purposeful lessons that supported the next steps of instruction, hired substitute teachers to allow opportunities for classroom teachers to meet and discuss students' needs and growth.

- PLC's took place during the Art Education Program. PLCs were intended for teachers to disaggregate data in order to monitor student progress and plan effective lessons. Teachers were able to create scaffolds to support their targeted students. Due to COVID-19 closure, PLCs after March 13th were not held.
- Substitute teachers were hired in order for teachers to be provided with class coverage. Teachers met with the Special Education team to review IEP student goals. Due to COVID-19 closure, Special Education Meetings after March 13th were not held.
- Substitute teachers were hired in order for teachers to be provided with class coverage 3x year in order to meet with the principal for student monitoring meetings. Due to COVID-19 closure, Special Education Meetings after March 13th were not held. Only two meetings held.

Instructional Leadership Team (ILT) met six times a year to analyze data and plan PD that was purposeful. Topics included analyzing data, setting a purpose statement, lesson design and professional readings. Due to COVID-19 closure, ILT meetings after March 13th were not held, only four meetings were held.

#### OUTCOME/EFFECTIVENESS

Due to COVID-19 School, closure there was incomplete data in collecting IEP information. Some IEP meetings were not held due to inability to contact families. IEP goals were difficult to implement during online learning, some accommodations were made.

**\*Major Differences**

PLCs- Prior to COVID-19 School Closure, some PLC sessions were missed because the Arts Education Program (AEP) did not have substitute teachers who were qualified to teach specific art programs. As a result, no teacher coverage was provided and teachers missed analyzing and planning time. After COVID-19 School Closure, no PLC sessions were held for teachers, making it difficult to review progress on student goals.

**\*Changes**

Communication with Arts Education Program (AEP) department will be on going to ensure qualified substitutes teachers are present to teach when the regularly assigned art teacher is absent as well as pending decision if AEP program will be offered at PVLE, due to the COVID-19 school closures.

**\*Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Progress to meet IEP Goals	baseline year	80%	Progress Reports on IEP Goals	Trimester

**\*Identified Need**

Due to the interruption of instruction, case managers were unable to complete data collection. On the 2019 CA Dashboard, our Students with Disabilities group does not have a Performance Color for ELA or Math. In ELA, they are 107.7 points below standard (increased 13.9 points). In math, they are 126.9 points below standard (maintained 2.6 points).

**\*Online Learning Implications**

Some systems our site has in place to monitor and evaluate supports for Students with Disabilities are:

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

**\*Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	English Learner	On progress to meet IEP goals	baseline year	80%	Progress Reports on IEP Goals	Quarterly
June 2021	Tk-5	Hispanic or Latino	On progress to meet IEP Goals	baseline year	80%	Progress Reports on IEP Goals	Quarterly

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June 2021	Tk-5	Homeless/Foster	On progress to meet IEP Goals	baseline year	80%	Progress Reports on IEP Goals	Quarterly
June 2021	Tk-5	Black or African American	On progress to meet IEP Goals	baseline year	80%	Progress Reports on IEP Goals	Quarterly

### PLC/PD

#### \*Students to be served by this Strategy/Activity

Unduplicated students who also are identified as SWD/English Learners, Hispanic, Black Youth (African American) and Homeless/Foster students with disabilities.

#### \*Strategy/Activity - Description

Monitoring:

- Focus student monitored during Principal Monitoring Meeting
- Monthly Special Education Meeting
- 3rd-5th Grade Weekly Meetings between general education meeting and Educational Specialist
- PARA and Ed Specialist Weekly Meeting
- Attend IEP Meetings
- Professional Development- Special Education Focus
- Review progress reports
- Differentiate instruction for students with IEP

The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0171-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01719	Similar activity with the focus on SWD
	Prof&Curriclm Dev Vist Tchr				0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01712V	Similar activity with the focus on SWD
	Supplies				0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01711F	Similar activity with the focus on SWD
	Classroom Teacher Hrly				0171-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N01715I	Similar activity with focus on SWD

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4TK-5	Black Youth	meeting grade level expectations	baseline	90%	Grades	Annual

### \*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, PVLE site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, PVLE will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. PVLE will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. PVLE will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, PVLE will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at PVLE is to maintain or increase the percentage of diverse educators from current year to the following year.

### \*Identified Need

To support the districtwide initiative, we are also setting a goal for our Black Youth (African American). This student group is historically small at our site but we understand the importance of tracking what data we can to support them academically and their social-emotional well-being.

### \*Online Learning Implications

Some systems our site has in place to monitor and evaluate supports for Black Youth are:

## Pacific View Leadership Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Intentional Focus

#### \*Students to be served by this Strategy/Activity

Unduplicated students who are also identified as Black Youth/All Black Youth

#### \*Strategy/Activity - Description

Black Youth will be served by this strategy.

- Building Relationships
- Small group targeted instruction
- Setting target literacy goals
- Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA
- PLC time in order to analyze student reading data and time to planning meaningful lessons.

The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0171-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01719	Similar activity with a Black Youth Focus
	Prof&Curriclm Dev Vist Tchr				0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01712V	Similar activity with a Black Youth Focus
	Supplies				0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01711F	Similar Activity with Black Youth Focus
	Classroom Teacher Hrly				0171-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N01715I	Similar Activity with focus on Black Youth

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

2019-2020 SPSA goal was;

- By June 2020, 100% (approx. 150 families) will receive information regarding academic and citizenship progress of their children.
- By June 2020, at least 50% (approx. 75 families) will attend 1 training on high advantage instructional strategies in Literacy and Math Training to increase the milestones necessary for meaningful graduation.
- Pacific View Leadership Elementary's targeted population is parents of English Language Learners. By July, 100% of parents of English language learners will participate in at least two school events to support their child's learning including such activities as parent conferences, Family Literacy, Math or Science nights, Family Friday events, ELAC, SSC or SGT meetings, parent trainings, Title I Parent Meetings as documented by sign-in sheets and parent surveys.

#### Effectiveness

- School messenger, marquee notice and fliers were sent home to notify parents of events (Spanish and English)
- 15- 20 parents on average attended Coffee with the Principal and Family Friday as evident by sign-in sheets
- Over 150 Families attended Back to School Evening and Spring Open House as evident by sign-in sheets
- Over 150 Families attended Title 1 Presentation during Back to school as evident by sign-in sheets
- Neither a Family Literacy, Math nor Science were hosted due to lack of staff interested in providing training to families
- SSC, SGT and ELAC were functioning Committees with parent representation
- According to CSPS 84% attended school or class event
- According to CSPS 57% attended a meeting of the parent-teacher organization or association, only parent representatives attend the committee meetings

Due to COVID-19 School Closure, data is incomplete. PTA was formed and SSC and SGT committees had active parent representation.



<b>*Major Differences</b>					
Parents received communication via school messenger. Parents who did not receive the messages had changed their phone numbers and did not notify the school. In addition, parents did not read flyers sent home. Class Dojo was used after COVID-19 school closures this appeared to be a better method of communication as evident by amount of likes on posts.					
<b>*Changes</b>					
The site will continue to seek out parent training opportunities through the district and the community. For 20-21, we are attempting to host workshop opportunities around math and literacy. A PTA will be formed.					
<b>*Goal 7- Family Engagement</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase in parent-teacher participation committees	57%	70%	CAL - SCHLS (CSPS)
<b>*Identified Need</b>					
The 2019 CAL-SCHLS (CPS) indicated the need to increase parent involvement. We do not have survey results from 2020.					
<b>*Online Learning Implications</b>					
Systems we have in place to monitor and evaluate effectiveness of systems that support and engage parents and families are:					
<ul style="list-style-type: none"> <li>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</li> <li>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</li> <li>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</li> <li>-District is also supplying families with training on SEL, Wellness, Health and Safety.               <ul style="list-style-type: none"> <li>-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.</li> <li>-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</li> </ul> </li> <li>-For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.               <ul style="list-style-type: none"> <li>-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</li> </ul> </li> <li>-Training for parents and other caregivers</li> <li>-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice</li> </ul>					

## Pacific View Leadership Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes</b>									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2021	ELAC	Increase EL parent participation and monitor via sign-in sheets	14%	20%	Meeting Attendance				
June 2021	Other (Describe in Objective)	Increase in attendance of school or class event via sign in sheets	84%	90%	Other - Describe in Objective				
<b>Promote Parent Involvement</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families will be served.									
<b>*Strategy/Activity - Description</b>									
Promoting parent involvement by creating a safe and welcoming environment where parents feel safe and heard and creating more outlets to reach parents. Virtual parent meetings are replacing in person meetings until we are again allowed to meet on campus.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N017126	Supplies		\$300.00	\$300.00	0171-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		pay for supplies for parent meetings (journals, pens, notebooks)
N01712U	Postage Expense		\$200.00	\$200.00	0171-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		postage for mailing letters home to parents
N01713T	Inservice supplies		\$501.00	\$501.00	0171-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		for light refreshments
N017183	Other Support Prsnl PARAS Hrly		\$288.00	\$382.43	0171-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Pay for childcare for younger children during parent meetings

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

#### IMPLEMENTATION

Last year we implemented PLCs, which centered on assessment and delivering purposeful lessons that supported the next steps of instruction, hired substitute teachers to allow opportunities for classroom teachers to meet and discuss students' needs and growth.

- PLC's took place during the Art Education Program. PLCs were intended for teachers to disaggregate data in order to monitor student progress and plan effective lessons. Teachers were able to create scaffolds to support their targeted students. Due to COVID-19 closure, PLCs after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage. Teachers met with the Special Education team to review IEP student goals. Due to COVID-19 closure, Special Education Meetings after March 13th were not held.

- Substitute teachers were hired in order for teachers to be provided with class coverage 3x year in order to meet with the principal for student monitoring meetings. Due to COVID-19 closure, Special Education Meetings after March 13th were not held. Only two meetings held.

Instructional Leadership Team (ILT) met six times a year to analyze data and plan PD that was purposeful. Topics included analyzing data, setting a purpose statement, lesson design and professional readings. Due to COVID-19 closure, ILT meetings after March 13th were not held, only four meetings were held.

#### OUTCOMES/EFFECTIVENESS-

**Due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.**

- 43.8% of students in gr. 3-5 met or exceeded the standard on ELA SBA
- 36% of Hispanic or Latino in gr. 3-5 met or exceeded the standard on ELA SBA

- 22% of ELs in gr. 3-5 met or exceeded the standard on ELA SBA
- 47% of Homeless/Foster students in gr. 3-5 met or exceeded the standard on ELA SBA
- 12.5% of Socioeconomically Disadvantaged in grade 3-5 met or exceeded the standard of ELA SBA

**DRA Schoolwide Analysis:**

Due to COVID-19 School Closures, the DRA data collected was incomplete. The First Administration DRA site overview showed 46.57% schoolwide TK-5 students were reading at grade level or above. During the Second Administration, not all students were tested, we were missing about 6% of the data of the students enrolled at the time of the school closure. This incomplete data showed that 62.2 % of students were at grade level or above. Showing a possible growth of 15.63% in the Spring. No data was available for the end of the year.

**\*Major Differences**

PLCs- Prior to COVID-19 School Closure, some PLC sessions were missed because the Arts Education Program (AEP) did not have substitute teachers who were qualified to teach specific art programs. As a result, no teacher coverage was provided and teachers missed out on analyzing and planning time. After COVID-19 School Closure, no PLC sessions were held.

**\*Changes**

Communication with Arts Education Program (AEP) department will be on-going to ensure qualified substitutes teachers are present to teach when the regularly assigned art teacher is absent as well as pending decision if AEP program will be offered at PVLE, due to the COVID-19 school closures.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Meet or exceed reading standard	16.7%	25%	CAASPP ELA	Annually
June 2021	5th	Meet or exceed reading standards	45.5%	50%	CAASPP ELA	Annually
June 2021	3rd	Meet grade level expectations-DRA2	baseline	30%	Other (Describe in Objective)	3 x year
June 2021	5th	Meet grade level expectations DRA 2	baseline	30%	Other (Describe in Objective)	3 x a year

**\*Identified Need**

Hispanic students, English Learners and students with disabilities were among the lowest-performing subgroups. In support of districtwide initiatives, the site is also going to create goals for our Students with Disabilities and our Black Youth. Historically, our Black Youth (African American) student group has been too small for the state to collect data on so we will be thoughtful as to how we will show their goals.

**Due to COVID-19 closure, the statewide assessment was not administered. Below are the 2019 scores.**

- 43.8% of students in gr. 3-5 met or exceeded the standard on ELA SBA
- 36% of Hispanic or Latino in gr. 3-5 met or exceeded the standard on ELA SBA
- 22% of ELs in gr. 3-5 met or exceeded the standard on ELA SBA
- 47% of Homeless/Foster students in gr. 3-5 met or exceeded the standard on ELA SBA
- 12.5% of Socioeconomically Disadvantaged in grade 3-5 met or exceeded the standard of ELA SBA

**DRA Schoolwide Analysis:**

Due to COVID-19 School Closures, the DRA data collected was incomplete. The First Administration DRA site overview showed 46.57% schoolwide TK-5 students were reading at grade level or above. During the Second Administration, not all students were tested, we were missing about 6% of the data of the students enrolled at the time of the school closure. This incomplete data showed that 62.2 % of students were at grade level or above. Showing a possible growth of 15.63% in the Spring. No data was available for the end of the year.

**\*Online Learning Implications**

Systems do you have in place to monitor and evaluate effectiveness of systems that support students' attendance, engaging in learning, on track for graduation/promotion are:

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Hispanic or Latino	Meet or Exceed Standards	34.8%	40%	CAASPP ELA	Annually
June 2021	3rd	English Learner	Meet or Exceed Standards	11.1%	16%	CAASPP ELA	Annually
June 2021	3rd	Homeless/Foster	Meet or Exceed Standards	baseline year	30%	CAASPP ELA	Annually
June 2021	5th	Hispanic or Latino	Meet or Exceed Standards	34.8%	40%	CAASPP ELA	Annually
June 2021	5th	English Learner	Meet or Exceed Standards	baseline year	15%	CAASPP ELA	Annually
June 2021	5th	Homeless/Foster	Meet or Exceed Standards	baseline year	30%	CAASPP ELA	Annually
June 2021	3rd	Students with Disabilities	Meet or Exceed Standards	baseline year	10%	CAASPP ELA	Annually
June 2021	5th	Students with Disabilities	Meet or Exceed Standards	baseline year	10%	CAASPP ELA	Annually
June 2021	3rd	Black or African American	Meet or Exceed Standards	baseline year	10%	CAASPP ELA	Annually
June 2021	5th	Black or African American	Meet or Exceed Standards	baseline year	10%	CAASPP ELA	Annually

<b>PLC/PD</b>						
<b>*Students to be served by this Strategy/Activity</b>						
All students.						
<b>*Strategy/Activity - Description</b>						
<p>All students will be served by this strategy. Extra focus will be on Hispanic, EL, Students with Disabilities, Socially Disadvantaged, and Black Youth students by way of:</p> <ul style="list-style-type: none"> <li>- Designated and Integrated ELD (if EL)</li> <li>- Small group targeted instruction</li> <li>- Setting target literacy goals</li> </ul> <p>-Instructional supplies include basic classroom needs such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA</p> <p>-PLC time in order to analyze student reading data and time to planning meaningful lessons.</p> <p>The unduplicated pupil percentage at Pacific View is 79.2% for the 2020-2021 school year. Serving a relatively high population of unduplicated students means that we understand the additional supports that these students need in order to be successful. We have set aside funding to offering additional classroom and intervention supports for students who are identified as needing additional academic or social-emotional wellbeing support.</p>						
<b>*Proposed Expenditures for this Strategy/Activity</b>						
<b>ID</b>	<b>Proposed Expenditures</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Classroom Teacher Hrly	0171-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N01715I	Similar activity with ELA Focus
	Interprogram Svcs/Paper	0171-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0171S	Similar activity with ELA Focus
	Interprogram Svcs/VAPA	0171-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01719	Similar activity with ELA Focus
	Prof&Curriclm Dev Vist Tchr	0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01712V	Similar activity with ELA Focus
	Supplies	0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01711F	Similar activity with ELA Focus
	Supplies	0171-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N017172	Similar activity with ELA Focus

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### 1. Mindsets/Beliefs around Students with Disabilities, Black Youth and English Learners

- Message to staff and school community clearly the urgency for equity for all students
- Expect teaching student independence
- Encourage Co-Teaching
- Continue to provide time for Collaborative Lesson Planning

#### 2. Strengthening Quality Tier 1 Instruction

- PLC expectations using Critical Concepts/Proficiency Scales
- Ensure a collective understanding of how we teach (observation template)
- Deepen/strengthen student/teacher relationships
- Monitor engagement

#### 3. Schoolwide system monitoring student performance

- Monthly Collection and analysis of Instructional Reading levels
- Individual Student Goal setting in Reading and Math
- Participation in PLC when analyzing data and planning next steps
- Conduct online classroom visits

4. Teachers participated in online learning the first week of school which included District Provided PDs with the following topics: Quality Online Teaching and Learning, Implementation of the Integrated Model, Social-Emotional Learning and Restorative Justice Practices, Culturally Responsive Teaching, Standards-Based Grading, and Feedback, Implementation of IEPs in an online learning setting, Powerschool IEP Management System, and Level Specific PD. Staff will do a book study on "The Distance Playbook (Fisher, Frey, and Hattie) as well as "Culturally Responsive Teaching and the Brain" (Hammond). Equity will be addressed. Attendance will be monitored by the Principal, counselor, and attendance clerk on a weekly basis. Phone calls, emails, or possible home visits will be made. The principal, counselor, teachers, and office staff will assist parents with accessing technology. A system of distribution of Chromebooks is in place for any new students. Connectivity information was sent home via school messenger phone call,

email or class dojo text. Spanish communication is always sent out along with English. Other languages, upon request, will be provided using the new online translation service provided by the district. Zoom meetings for ILT, PLC, and PD will continue in the same rigorous manner. Instruction online will be monitored by the principal. The schoolwide focus is on building relationships and increasing student engagement. Assessments will be given online; data will be collected and analyzed.



## ACHIEVEMENT

**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

## ACHIEVEMENT

**APPENDIX A****BUDGET SUMMARY**

# Pacific View Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 60,477.38

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 133,351.45

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$34,675.11
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$34,675.11

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$38,198.96
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 38,198.96

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 133,351.45

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Pacific View Leadership Elem	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ 4,089.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 13,901.00
			3000			\$ 4,009.96
			4301	Supplies		\$ 10,000.00
			5733	Interprogram Svcs/Paper		\$ 6,199.00
	<b>09800 LCFF Intervention Support Total</b>					<b>\$ 38,198.96</b>
	30100 Title I Basic Program	School Counselor	1210	Counselor	0.2000	\$ 17,414.40
		School Counselor	3000			\$ 10,170.55
			4301	Supplies		\$ 1,981.00
			5735	Interprogram Svcs/Field Trip		\$ 1,764.00
			5738	Interprogram Svcs/VAPA		\$ 27,764.00
	<b>30100 Title I Basic Program Total</b>				<b>0.2000 \$ 59,093.95</b>	
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 288.00
			3000			\$ 94.43
			4301	Supplies		\$ 300.00
			4304	Inservice supplies		\$ 501.00
			5920	Postage Expense		\$ 200.00
	<b>30103 Title I Parent Involvement Total</b>				<b>\$ 1,383.43</b>	
	30106 Title I Supplmnt Prog Imprvmt	School Counselor	1210	Counselor	0.2000	\$ 17,414.40
		School Counselor	3000			\$ 10,170.55
			1157	Classroom Teacher Hrly		\$ 2,863.00
			3000			\$ 638.16
			4301	Supplies		\$ 3,589.00
	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>				<b>0.2000 \$ 34,675.11</b>	
<b>Grand Total</b>					<b>0.4000 \$ 133,351.45</b>	

## ACHIEVEMENT

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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*PVLE Elementary School*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

*PVLE Elementary* has developed a written Title I parent & family engagement policy with input from Title I parents. It has distributed the policy to parents of Title I students at our annual Title I Parent Meeting.

We developed this policy through a series of meetings including but not limited to School Site Council and Site Governance Team.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Each fall during the Title I Parent Meeting, the policy is explained to parents. The policy is available in Spanish and English. It is available to the local community on our school website. The policy is reviewed and updated each spring and fall through SSC.

To involve parents in the Title I, Part A programs, the following practices have been established:

Information regarding opportunities for involvement are announced in the following ways:

- Virtual Title I Parent Meeting
- Virtual Back to School Night
- Virtual Principal Coffee (until return to school)
- Class Dojo
- Flyers
- School Messenger
- School Website

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The annual Title I Parent Meeting- Virtual

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Virtual School Site Council Meetings (until return to school)
- Virtual Site Governance Team Meetings (until return to school)
- Virtual Back to School Night and Open House
- Virtual Academic Award assemblies
- Virtual ELAC Meetings (until return to school)
- Morse Cluster Meetings (until return to school)

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Virtual Principal Coffee and Family Friday (until return to school)
- Virtual SSC (until return to school)
- Virtual ELAC (until return to school)
- Virtual PTA (until return to school)
- School Messenger
- Class Dojo
- Virtual Morse Cluster meetings (until return to school)

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Virtual Monthly Principal Coffee (until return to school)
- Virtual SSC (until return to school)
- Virtual ELAC(until return to school)
- Virtual PTA(until return to school)
- Virtual School Messenger (until return to school)
- Virtual Morse Cluster meetings (until return to school)
- Virtual School Website(until return to school)
- Flyers
- Class Dojo
- Parent Teacher Conferences

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Virtual Back to School Night and Open House
- Virtual Parent Teacher Conferences (until return to school)
- Virtual Parent workshops (until return to school)
- Virtual Principal Coffee (until return to school)

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Virtual Parent Teacher Conferences (until return to school)
- Virtual RtI meetings (until return to school)
- Virtual SST Meetings (until return to school)
- Virtual SSC Meetings (until return to school)
- Virtual SGT Meetings (until return to school)
- Virtual Parent teacher meetings upon request during teacher flextime (until return to school)

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices: Pacific View Leadership Elementary conducts monthly SSC and SGT meetings that allow for staff, parent and community collaboration. We encourage and provide opportunities for parents to attend parent workshops. We also partner with community organizations that have an interest in improving the achievement of Pacific View Leadership Elementary students.

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Virtual Back to School Night
- Virtual Parent Teacher conferences (until return to school)
- Virtual Family Engagement workshops (until return to school)
- Virtual Principal Coffee (until return to school)

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Virtual Back to School Night
- Virtual Parent Teacher conferences (until return to school)
- Virtual Family Engagement workshops (until return to school)
- Virtual Principal Coffee (until return to school)

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Virtual Professional Development (until return to school)
- Virtual Staff Meetings (until return to school)

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Virtual Monthly school-wide events that encourage parent involvement (until return to school)
- Paradise Hills Public Library
- SAY San Diego



The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Flyers in English and Spanish
- School Messenger in English and Spanish
- School Marquee
- Class Dojo
- School Website

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Virtual Coffee with the Principal (until return to school)
- Virtual Family Engagement Workshops (until return to school)
- Other opportunities as requested.
- Spanish Translations available

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Virtual Coffee with the Principal (until return to school)
- Virtual Family Friday (until return to school)
- Virtual Family Engagement Workshops (until return to school)
- Other opportunities as requested.
- Spanish Translations available

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Virtual Coffee with the Principal (until return to school)
- Virtual Title I Parent Meeting (until return to school)
- Virtual Morse Cluster Meeting (until return to school)
- Virtual SSC and SGT meetings (until return to school)
- Virtual ELAC (until return to school)
- Principal Open Door Policy

This policy was adopted by Pacific View Leadership Elementary on October 2, 2020 and will be in effect for the period of October 2 2020- June 9, 2020.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5, 2020

Silvia Martinez, Principal

Signature of authorized official here

September 29, 2020

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT  
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF EDUCATION JULY 2018**

**ACHIEVEMENT****APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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## PACIFIC VIEW LEADERSHIP ELEMENTARY

### TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Pacific View Leadership Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

#### REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction and the ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Virtual Back To School Night will be held
- Virtual Fall and Spring Parent Teacher Conferences will be held (until return to school)
- Progress Reports- November, March and June will be sent.
- Virtual Back to school night, parent conferences, open house, Family Friday, in addition to one-on-one meeting requests to teachers directly via zoom (until return to school)
- Pacific View Leadership Elementary has several advisory committees, SSC, SGT, ELAC and a PTA that provide additional volunteer opportunities

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Virtual Back to School Night (until return to school)
- Virtual Parent/Teacher Conferences (until return to school)
- Virtual Parent workshops/Family Fridays/Principal Coffee (until return to school)
- Class Dojo/School Messenger
- Principal/Teacher Office Hours

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Virtual Family Engagement Parent Workshops (until return to school)
- Virtual Student Study Team (until return to school)
- Class Dojo/School Messenger
- Supplemental materials given to parents as needed

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Virtual Professional Development/Staff meetings for staff (until return to school)
- Articles
- Virtual Partnership opportunities (until return to school)

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Virtual SSC/SGT Council (until return to school)
- Virtual PTA Events (until return to school)
- Virtual Special Events coordinated in response to parent needs and interests (until return to school)
- Virtual Family Engagement workshops (until return to school)
- Virtual Morse Cluster meetings (until return to school)

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- School Website
- School Marquee
- School Messenger updates
- Class Dojo
- Virtual Dolphin Gatherings- morning school wide assembly (until return to school)
- Emails/Flyers
- All communications sent in Spanish
- Principal Open Door Policy

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- School Website
- School Marquee
- School Messenger updates
- Class Dojo
- Virtual Dolphin Gatherings- morning school wide assembly (until return to school)
- Emails/Flyers
- All communications sent in Spanish
- Principal Open Door Policy

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- School Website
- School Marquee
- School Messenger updates
- Class Dojo
- Virtual Dolphin Gatherings- morning school wide assembly (until return to school)
- Emails/Flyers
- All communications sent in Spanish
- Principal Open Door Policy
- Virtual Academic and Attendance Awards (until return to school)

This Compact was adopted by the PVLE Elementary School Site Council on October 2, 2019, and will be in effect for the period of August 26, 2019- June 9, 2020.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2019.

Silvia Martinez, Principal

September 29, 2020

## ACHIEVEMENT

**APPENDIX D****DATA REPORTS**

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

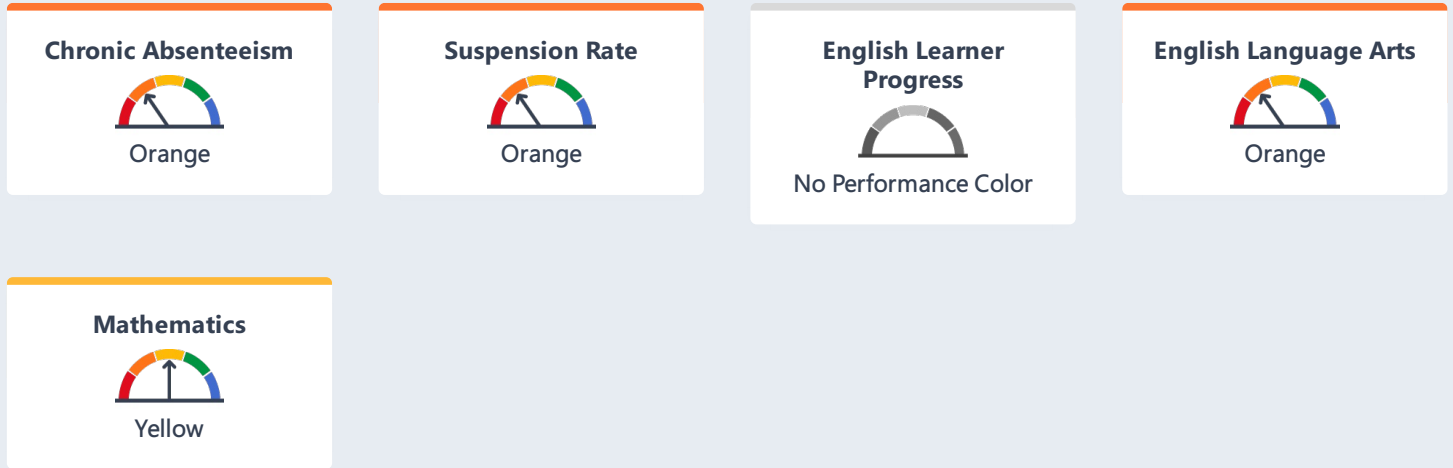
Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.



# Pacific View Leadership Elementary

Explore the performance of Pacific View Leadership Elementary under California's Accountability System.

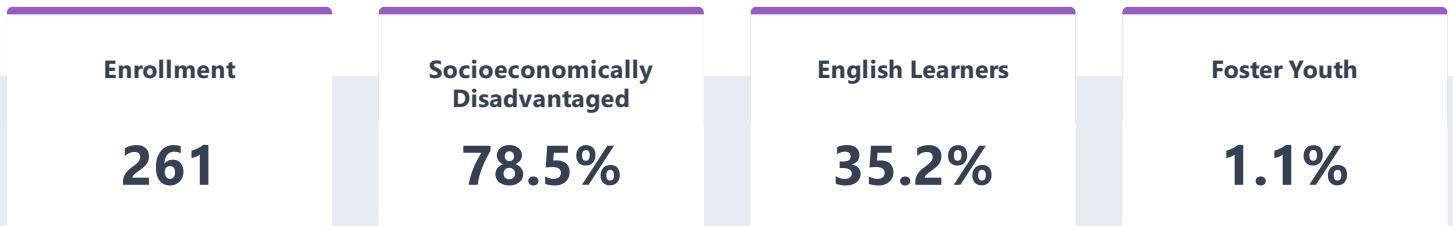


## School Details

<b>NAME</b> Pacific View Leadership Elementary	<b>ADDRESS</b> 6196 Childs Avenue San Diego, CA 92139-3612	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
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## Student Population

Explore information about this school's student population.




# Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

## English Language Arts



Orange

**15.8 points below standard**


**Declined 10.3 Points ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

## Mathematics



Yellow

**19.3 points below standard**

**Maintained 1.4 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

## English Learner Progress

**38.6% making progress towards English language proficiency**

**Number of EL Students: 57**

**Progress Levels**


Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

## Chronic Absenteeism



Orange

**21.3% chronically absent**

**Declined 1% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

1 Red	5 Orange	0 Yellow
0 Green	0 Blue	

Green

Blue

PACIFIC VIEW LEADERSHIP ELEMENTARY

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Orange

5.6% suspended at least once

Increased 0.9% ▲

### EQUITY REPORT

Number of Student Groups in Each Color

1 Red	4 Orange	1 Yellow
0 Green	0 Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

15.8 points below standard

Declined 10.3 Points ▼

Number of Students: 114

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian

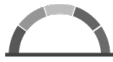


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino



No Performance Color

34.8 points above standard

No Data

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

18.6 points below standard

Increased 8.6 Points ▲

Number of Students: 25

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Students with Disabilities



No Performance Color

107.7 points below standard

Increased 13.9 Points ▲

Number of Students: 15

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



Orange

26.7 points below standard

Maintained -2.4 Points

Number of Students: 43

### Hispanic



Orange

30.1 points below standard

Declined 13.1 Points ▼

Number of Students: 84

### Socioeconomically Disadvantaged



Orange

20.2 points below standard

Declined 9.2 Points ▼

Number of Students: 90

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

37 points below standard

5.5 points below standard

15.8 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
56.2 points below standard	No Data	10.4 points below standard
Increased 6.7 Points ▲	No Data	Declined 14.6 Points ▼
Number of Students: 33	Number of Students: 10	Number of Students: 65

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**

  
Yellow

---

19.3 points below standard







Maintained 1.4 Points

Number of Students: 114

### Student Group Details













#### All Student Groups by Performance Level

3 Total Student Groups

 <b>Red</b> No Students	 <b>Orange</b> English Learners Hispanic Socioeconomically Disadvantaged	 <b>Yellow</b> No Students
 <b>Green</b> No Students	 <b>Blue</b> No Students	 <b>No Performance Color</b> African American American Indian Asian

Filipino
Foster Youth
Homeless
Two or More Races
Students with Disabilities
White

○ ● ○ ○ ○ ○ ○

<p><b>African American</b></p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 7</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 4</p>
<p><b>Filipino</b></p>  <p>No Performance Color</p> <hr/> <p>8.7 points above standard</p> <p>No Data</p> <p>Number of Students: 12</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <hr/> <p>38.4 points below standard</p> <p>Increased 10.9 Points ▲</p> <p>Number of Students: 25</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 4</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <hr/> <p>126.9 points below standard</p> <p>Maintained 2.6 Points</p> <p>Number of Students: 15</p>	<p><b>White</b></p>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>
<p><b>English Learners</b></p>  <p>Orange</p> <hr/> <p>33.1 points below standard</p> <p>Declined 7.6 Points ▼</p> <p>Number of Students: 43</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <hr/> <p>30.9 points below standard</p> <p>Maintained -1.7 Points</p> <p>Number of Students: 84</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <hr/> <p>29.3 points below standard</p> <p>Declined 4.5 Points ▼</p> <p>Number of Students: 90</p>

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	41.3 points below standard	20.7 points below standard	19.3 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
54.5 points below standard Declined 8.6 Points ▼ Number of Students: 33	No Data No Data Number of Students: 10	12.5 points below standard Increased 6.9 Points ▲ Number of Students: 65

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

**English Learner Progress**

38.6% making progress towards English language proficiency

Number of EL Students: 57

Performance Level: Low



# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Orange

21.3% chronically absent

Declined 1% ▼

Number of Students: 272

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

Socioeconomically Disadvantaged



Orange

Students with Disabilities

English Learners

Filipino

Hispanic

Homeless



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Foster Youth

Pacific Islander

Two or More Races

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### African American



No Performance Color

21.4% chronically absent

Declined 11.9% ▼

Number of Students: 14

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

0% chronically absent

Declined 13.6% ▼

Number of Students: 14

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Socioeconomically Disadvantaged



Red

24.2% chronically absent

Increased 0.8% ▲

Number of Students: 215

### Students with Disabilities



Orange

21.7% chronically absent

Declined 7.6% ▼

Number of Students: 46

### English Learners



Orange

22.7% chronically absent

Declined 3.2% ▼

Number of Students: 97

### Filipino



Orange

10% chronically absent

Increased 3.9% ▲

Number of Students: 30

### Hispanic



Orange

23.4% chronically absent

Declined 1.5% ▼

Number of Students: 201

### Homeless



Orange

26.2% chronically absent

Declined 3.3% ▼

Number of Students: 61

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Orange

5.6% suspended at least once

Increased 0.9% ▲

Number of Students: 284

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Filipino

Hispanic

Socioeconomically Disadvantaged



Yellow

Homeless



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Foster Youth

Two or More Races

Pacific Islander

White

### African American



No Performance Color

7.1% suspended at least once

Declined 4% ▼

Number of Students: 14

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 14

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Students with Disabilities



Red

10.6% suspended at least once

Increased 5.7% ▲

Number of Students: 47

### English Learners



Orange

5.9% suspended at least once

Increased 1.5% ▲

Number of Students: 102

### Filipino



Orange

3.1% suspended at least once

Increased 3.1% ▲

Number of Students: 32

### Hispanic



Orange

5.7% suspended at least once

Increased 0.4% ▲

Number of Students: 211

### Socioeconomically Disadvantaged



Orange

5.8% suspended at least once

Increased 0.9% ▲

Number of Students: 225

### Homeless



Yellow

3.1% suspended at least once

Declined 3.1% ▼

Number of Students: 64



**2015-2019 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Pacific View Leadership  
All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	178	37.1	166	42.2	144	31.9	137	49.6	121	43.8	6.7	-5.8	178	26.4	165	27.9	144	33.3	138	40.6	121	43.0	16.6	2.4
Female	85	43.5	80	52.5	69	40.6	64	64.1	57	57.9	14.4	-6.2	85	29.4	80	23.8	69	34.8	64	51.6	57	47.4	18.0	-4.2
Male	93	31.2	86	32.6	75	24.0	73	37.0	64	31.3	0.1	-5.7	93	23.7	85	31.8	75	32.0	74	31.1	64	39.1	15.4	8.0
African American	10	0.0	10	20.0	10	20.0	7	-	7	-	-	-	10	10.0	10	30.0	10	30.0	7	-	7	-	-	-
Asian**	1	-	2	100.0	1	-	3	-	4	-	-	-	1	-	1	-	1	-	3	-	4	-	-	-
Filipino	17	58.8	11	54.5	13	38.5	9	-	13	76.9	18.1	-	17	47.1	11	36.4	13	38.5	10	40.0	13	69.2	22.1	29.2
Hispanic	129	38.0	117	40.2	101	28.7	99	45.5	89	36.0	-2.0	-9.5	129	24.0	117	23.9	101	30.7	99	35.4	89	34.8	10.8	-0.6
Indochinese**	3	-	3	33.3	2	-	1	-	-	-	-	-	3	-	3	-	2	-	1	-	-	-	-	-
Native American	0	-	0	64.7	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	4	-	0	47.6	0	-	0	-	0	-	-	-	4	-	0	-	0	-	0	-	0	-	-	-
White	6	-	6	95.0	4	-	2	-	2	-	-	-	6	-	6	-	4	-	2	-	2	-	-	-
Multiracial	8	-	17	41.2	12	50.0	15	66.7	5	-	-	-	8	-	17	35.3	12	41.7	15	73.3	5	-	-	-
English Learner	50	14.0	43	18.6	32	3.1	34	17.6	36	22.2	8.2	4.6	50	16.0	43	16.3	32	9.4	36	19.4	36	25.0	9.0	5.6
English-Speaking	128	46.1	123	50.4	112	40.2	103	60.2	85	52.9	6.8	-7.3	128	30.5	122	32.0	112	40.2	102	48.0	85	50.6	20.1	2.6
Reclassified†	31	67.7	21	81.0	23	65.2	18	72.2	11	81.8	14.1	9.6	31	41.9	21	38.1	23	65.2	18	50.0	11	63.6	21.7	13.6
Initially Eng. Speaking	97	39.2	102	44.1	89	33.7	85	57.6	74	48.6	9.4	-9.0	97	26.8	101	30.7	89	33.7	84	47.6	74	48.6	21.8	1.0
Econ. Disadv.*	178	37.1	145	37.2	119	31.9	107	48.6	93	41.9	4.8	-6.7	178	26.4	144	26.4	119	31.9	109	37.6	93	37.6	11.2	0.0
Non-Econ. Disadv.	0	-	21	76.2	25	32.0	30	53.3	28	50.0	-	-3.3	0	-	21	38.1	25	40.0	29	51.7	28	60.7	-	9.0
Gifted	38	60.5	37	70.3	28	64.3	20	75.0	7	-	-	-	38	44.7	37	59.5	28	64.3	20	55.0	7	-	-	-
Not Gifted	140	30.7	129	34.1	116	24.1	117	45.3	114	41.2	10.5	-4.1	140	21.4	128	18.8	116	25.9	118	38.1	114	40.4	19.0	2.3
With Disabilities	31	9.7	31	3.2	0	-	0	-	0	-	-	-	31	0.0	30	0.0	0	-	0	-	0	-	-	-
WO Disabilities	147	42.9	135	51.1	118	39.0	114	59.6	105	50.5	7.6	-9.1	147	32.0	135	34.1	118	40.7	115	48.7	105	49.5	17.5	0.8
Homeless	40	25.0	43	37.2	35	22.9	31	38.7	26	42.3	17.3	3.6	40	32.5	43	23.3	35	22.9	31	32.3	26	30.8	-1.7	-1.5
Foster	2	-	0	50.0	2	-	1	-	1	-	-	-	2	-	0	-	2	-	1	-	1	-	-	-
Military	8	-	8	43.8	6	-	8	-	0	-	-	-	8	-	8	-	6	-	8	-	6	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pacific View Leadership**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	54	31.5	60	43.3	38	42.1	45	62.2	42	16.7	-14.8	-45.5	54	42.6	60	43.3	38	47.4	45	64.4	42	26.2	-16.4	-38.2
Female	27	37.0	24	58.3	19	57.9	23	73.9	16	12.5	-24.5	-61.4	27	44.4	24	45.8	19	57.9	23	78.3	16	18.8	-25.6	-59.5
Male	27	25.9	36	33.3	19	26.3	22	50.0	26	19.2	-6.7	-30.8	27	40.7	36	41.7	19	36.8	22	50.0	26	30.8	-9.9	-19.2
African American	7	-	3	20.0	2	-	3	-	4	-	-	-	7	-	3	-	2	-	3	-	4	-	-	-
Asian**	0	-	1	100.0	0	-	2	-	0	-	-	-	0	-	1	-	0	-	2	-	0	-	-	-
Filipino	5	-	3	54.5	4	-	2	-	1	-	-	-	5	-	3	-	4	-	2	-	1	-	-	-
Hispanic	34	32.4	45	40.0	27	40.7	30	53.3	35	17.1	-15.3	-36.2	34	41.2	45	40.0	27	44.4	30	53.3	35	22.9	-18.3	-30.4
Indochinese**	2	-	0	33.3	0	-	1	-	-	-	-	-	2	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	64.7	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	2	95.0	1	-	0	-	1	-	-	-	2	-	2	-	1	-	0	-	1	-	-	-
Multiracial	4	-	6	41.2	3	-	6	-	1	-	-	-	4	-	6	-	3	-	6	-	1	-	-	-
English Learner	16	18.8	19	31.6	11	9.1	15	33.3	18	11.1	-7.7	-22.2	16	31.3	19	36.8	11	18.2	15	40.0	18	16.7	-14.6	-23.3
English-Speaking	38	36.8	41	48.8	27	55.6	30	76.7	24	20.8	-16.0	-55.9	38	47.4	41	46.3	27	59.3	30	76.7	24	33.3	-14.1	-43.4
Reclassified†	4	-	2	81.0	3	-	2	-	0	-	-	-	4	-	2	-	3	-	2	-	0	-	-	-
Initially Eng. Speaking	34	32.4	39	46.2	24	50.0	28	75.0	24	20.8	-11.6	-54.2	34	44.1	39	43.6	24	54.2	28	75.0	24	33.3	-10.8	-41.7
Econ. Disadv.*	54	31.5	52	38.5	32	37.5	35	62.9	32	12.5	-19.0	-50.4	54	42.6	52	38.5	32	43.8	35	60.0	32	18.8	-23.8	-41.2
Non-Econ. Disadv.	0	-	8	76.2	6	-	10	60.0	10	30.0	-	-30.0	0	-	8	-	6	-	10	80.0	10	50.0	-	-30.0
Gifted	13	76.9	16	68.8	5	-	2	-	1	-	-	-	13	84.6	16	75.0	5	-	2	-	1	-	-	-
Not Gifted	41	17.1	44	34.1	33	36.4	43	60.5	41	14.6	-2.5	-45.9	41	29.3	44	31.8	33	42.4	43	62.8	41	24.4	-4.9	-38.4
With Disabilities	5	-	31	3.2	0	-	0	-	0	-	-	-	5	-	12	0.0	0	-	0	-	0	-	-	-
WO Disabilities	49	34.7	48	54.2	33	48.5	40	70.0	33	21.2	-13.5	-48.8	49	46.9	48	54.2	33	54.5	40	72.5	33	33.3	-13.6	-39.2
Homeless	15	26.7	18	33.3	8	-	10	60.0	9	-	-	-	15	40.0	18	27.8	8	-	10	60.0	9	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	5	43.8	1	-	3	-	0	-	-	-	2	-	5	-	1	-	3	-	4	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results  
 Percentage of Students Meeting or Exceeding Standard by Grade Level  
 Pacific View Leadership  
 Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	67	35.8	49	34.7	63	28.6	29	58.6	46	67.4	31.6	8.8	67	19.4	49	28.6	63	34.9	30	46.7	46	76.1	56.7	29.4
Female	34	44.1	24	37.5	25	40.0	13	84.6	26	84.6	40.5	0.0	34	20.6	24	20.8	25	40.0	14	50.0	26	80.8	60.2	30.8
Male	33	27.3	25	32.0	38	21.1	16	37.5	20	45.0	17.7	7.5	33	18.2	25	36.0	38	31.6	16	43.8	20	70.0	51.8	26.2
African American	2	-	6	20.0	3	-	0	-	3	-	-	-	2	-	6	-	3	-	0	-	3	-	-	-
Asian**	1	-	0	100.0	1	-	0	-	3	-	-	-	1	-	0	-	1	-	0	-	3	-	-	-
Filipino	4	-	4	54.5	5	-	2	-	6	-	-	-	4	-	4	-	5	-	3	-	6	-	-	-
Hispanic	52	38.5	28	35.7	47	25.5	22	59.1	31	58.1	19.6	-1.0	52	19.2	28	25.0	47	34.0	22	40.9	31	67.7	48.5	26.8
Indochinese**	1	-	2	33.3	0	-	0	-	-	-	-	-	1	-	2	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	3	-	2	95.0	2	-	1	-	0	-	-	-	3	-	2	-	2	-	1	-	0	-	-	-
Multiracial	3	-	7	41.2	5	-	4	-	2	-	-	-	3	-	7	-	5	-	4	-	2	-	-	-
English Learner	21	19.0	13	15.4	14	0.0	9	-	10	50.0	31.0	-	21	14.3	13	0.0	14	7.1	10	10.0	10	60.0	45.7	50.0
English-Speaking	46	43.5	36	41.7	49	36.7	20	80.0	36	72.2	28.7	-7.8	46	21.7	36	38.9	49	42.9	20	65.0	36	80.6	58.9	15.6
Reclassified†	11	72.7	5	81.0	10	70.0	2	-	6	-	-	-	11	54.5	5	-	10	90.0	2	-	6	-	-	-
Initially Eng. Speaking	35	34.3	31	35.5	39	28.2	18	77.8	30	66.7	32.4	-11.1	35	11.4	31	35.5	39	30.8	18	61.1	30	80.0	68.6	18.9
Econ. Disadv.*	67	35.8	44	34.1	51	29.4	22	54.5	34	70.6	34.8	16.1	67	19.4	44	27.3	51	35.3	23	43.5	34	70.6	51.2	27.1
Non-Econ. Disadv.	0	-	5	76.2	12	25.0	7	-	12	58.3	-	-	0	-	5	-	12	33.3	7	-	12	91.7	-	-
Gifted	9	-	11	81.8	14	50.0	5	-	3	-	-	-	9	-	11	72.7	14	64.3	5	-	3	-	-	-
Not Gifted	58	34.5	38	21.1	49	22.4	24	50.0	43	65.1	30.6	15.1	58	20.7	38	15.8	49	26.5	25	40.0	43	74.4	53.7	34.4
With Disabilities	14	7.1	31	3.2	0	-	0	-	0	-	-	-	14	0.0	7	-	0	-	0	-	0	-	-	-
WO Disabilities	53	43.4	42	40.5	49	36.7	26	65.4	43	72.1	28.7	6.7	53	24.5	42	33.3	49	44.9	27	51.9	43	81.4	56.9	29.5
Homeless	14	14.3	13	46.2	16	18.8	6	-	11	81.8	67.5	-	14	21.4	13	38.5	16	25.0	6	-	11	54.5	33.1	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	0	43.8	4	-	2	-	0	-	-	-	4	-	1	-	4	-	2	-	1	-	-	-

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 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Pacific View Leadership  
Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	57	43.9	57	47.4	43	27.9	63	36.5	33	45.5	1.6	9.0	57	19.3	56	10.7	43	18.6	63	20.6	33	18.2	-1.1	-2.4
<b>Female</b>	24	50.0	32	59.4	25	28.0	28	46.4	15	60.0	10.0	13.6	24	25.0	32	9.4	25	12.0	27	29.6	15	20.0	-5.0	-9.6
<b>Male</b>	33	39.4	25	32.0	18	27.8	35	28.6	18	33.3	-6.1	4.7	33	15.2	24	12.5	18	27.8	36	13.9	18	16.7	1.5	2.8
<b>African American</b>	1	-	1	20.0	5	-	4	-	0	-	-	-	1	-	1	-	5	-	4	-	0	-	-	-
<b>Asian**</b>	0	-	1	100.0	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
<b>Filipino</b>	8	-	4	54.5	4	-	5	-	6	-	-	-	8	-	4	-	4	-	5	-	6	-	-	-
<b>Hispanic</b>	43	41.9	44	43.2	27	22.2	47	34.0	23	34.8	-7.1	0.8	43	16.3	44	6.8	27	11.1	47	21.3	23	8.7	-7.6	-12.6
<b>Indochinese**</b>	0	-	1	33.3	2	-	0	-	-	-	-	-	0	-	1	-	2	-	0	-	-	-	-	-
<b>Native American</b>	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	3	-	0	47.6	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	1	-	2	95.0	1	-	1	-	1	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-
<b>Multiracial</b>	1	-	4	41.2	4	-	5	-	2	-	-	-	1	-	4	-	4	-	5	-	2	-	-	-
<b>English Learner</b>	13	0.0	11	0.0	7	-	10	0.0	8	-	-	-	13	0.0	11	0.0	7	-	11	0.0	8	-	-	-
<b>English-Speaking</b>	44	56.8	46	58.7	36	33.3	53	43.4	25	56.0	-0.8	12.6	44	25.0	45	13.3	36	22.2	52	25.0	25	24.0	-1.0	-1.0
<b>Reclassified†</b>	16	62.5	14	78.6	10	50.0	14	64.3	5	-	-	-	16	25.0	14	21.4	10	30.0	14	35.7	5	-	-	-
<b>Initially Eng. Speaking</b>	28	53.6	32	50.0	26	26.9	39	35.9	20	55.0	1.4	19.1	28	25.0	31	9.7	26	19.2	38	21.1	20	20.0	-5.0	-1.1
<b>Econ. Disadv.*</b>	57	43.9	49	38.8	36	30.6	50	36.0	27	40.7	-3.2	4.7	57	19.3	48	12.5	36	16.7	51	19.6	27	18.5	-0.8	-1.1
<b>Non-Econ. Disadv.</b>	0	-	8	76.2	7	-	13	38.5	6	-	-	-	0	-	8	-	7	-	12	25.0	6	-	-	-
<b>Gifted</b>	16	56.3	10	60.0	9	-	13	61.5	3	-	-	-	16	31.3	10	20.0	9	-	13	38.5	3	-	-	-
<b>Not Gifted</b>	41	39.0	47	44.7	34	14.7	50	30.0	30	43.3	4.3	13.3	41	14.6	46	8.7	34	8.8	50	16.0	30	13.3	-1.3	-2.7
<b>With Disabilities</b>	12	16.7	12	8.3	0	-	0	-	0	-	-	-	12	0.0	11	0.0	0	-	0	-	0	-	-	-
<b>WO Disabilities</b>	45	51.1	45	57.8	36	33.3	48	47.9	29	51.7	0.6	3.8	45	24.4	45	13.3	36	22.2	48	27.1	29	20.7	-3.7	-6.4
<b>Homeless</b>	11	36.4	12	33.3	11	27.3	15	26.7	6	-	-	-	11	36.4	12	0.0	11	18.2	15	13.3	26	30.8	-5.6	17.5
<b>Foster</b>	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	2	-	2	43.8	0	-	3	-	0	-	-	-	2	-	2	-	0	-	3	-	0	-	-	-

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 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



ACHIEVEMENT

**APPENDIX E**

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I  
FUNDED ACTIONS AND ACTIVITIES**

**Pacific View Leadership Elem** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: PACIFIC VIEW LEADERSHIP ELEM

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

**Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1****\*Strategy/Activity - Description**

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The district funds 0.2 FTE of our site counselor. The site has voted to use Title I funds to cover another 0.4 FTE so that more of our students can benefit from the services provided by the counselor. The counselor will help facilitate the following with targeted student groups (English Learners, Students with Disabilities, Hispanic, Homeless):

- Second Step Lessons
- Social/Emotional Small Groups
- Resources to Families (Say San Diego)
- Facilitate Student Study Team Meetings
- Monitor Attendance/SARB Students
- Home Visits
- Individual student counseling support
- Liaison for School Link, a school-based therapy program

The school will implement Playworks in order to promote engaging, inclusive, collaborative, and safe play. Through these lessons, students will learn to resolve conflicts and create a safe environment. All students will have a sense of belonging and want to contribute to the classrooms. They will feel safe and come to school ready to learn.

Also included to improve attendance- field trips to increase student engagement.

**\*Proposed Expenditures for this Strategy/Activity**Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

**Pacific View Leadership Elem SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES**

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) &amp; why?</b>	<b>What is not working (ineffective) &amp; why?</b>	<b>Modification based on evaluation results.</b>
Supplies		\$5,840.00	09800-4301	purchase books that supplement literacy, topics include social-emotional well being and professional reading to support instructional program	Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA	Not enough \$ for supplementing literacy books	Increase in Material funding for 2020-2021
Interprogram Svcs/Field Trip		\$1,000.00	09800-5735	Field trips that are standards based	Field trips are educational	Not all teachers take students on a field trip	none
Contracted Svcs Less Than \$25K		\$10,000.00	09800-5853	Playworks Company paid to support safe games and positive play	Various games introduced to staff, students; Student behavior improved,	Expensive Purchase	Funding

Note/Reminders (optional):

## Goal 2 - English Language Arts

### Strategy/Activity 1

#### \*Strategy/Activity - Description

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The following activities will support our professional learning:

- Bimonthly PLCs
- ILT- Analyzing Data and Planning PDs
- Three Student Monitoring meetings with Principal

Extra focus will be on Hispanic, EL and Homeless/Foster students by way of:

- Designated and Integrated ELD (if EL)
- Small group targeted instruction
- Setting target literacy goals
- Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$14,999.92	09800-1192	Pay for substitutes for ILT representatives to meet after school hours to plan for	ILT Planning PD and analyzing data,	Sub shortage in district to cover classrooms	None



## Pacific View Leadership Elem SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Paper	\$6,000.00	09800-5733	professional development for copies: instruction	Paper needed for Copies for instruction	Necessary purchase	None
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Note/Reminders (optional):

## Goal 3 - Mathematics

### Strategy/Activity 1

#### \*Strategy/Activity - Description

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The following activities will support our professional learning:

- Bimonthly PLCs
- ILT- Analyzing Data and Planning PDs
- Three Student Monitoring meetings with Principal

Extra focus will be on Hispanic, EL and Homeless/Foster students by way of:

- Designated and Integrated ELD (if EL)
- Small group targeted instruction
- Setting target literacy goals
- Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Similar activity with a math focus	ILT Planning PD and analyzing data,	Sub shortage in district to cover classrooms	None
Interprogram Svc/Paper	--	--	09800-5733	copies for instruction	Copies for instruction	n/a	None

**Pacific View Leadership Elem** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	supplies for instruction	Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for Math	Not enough \$ for supplementing math materials
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Note/Reminders (optional):

## Goal 4- English Learners

### Strategy/Activity 1

#### \*Strategy/Activity - Description

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

#### **VISITING TEACHERS**

Grade level collabs/PLC: AEP Visiting teachers are funded so that teachers can meet in three hour PLC. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

Professional Learning: Visiting teachers are funded so that teachers can participate in professional learning around Benchmark ELD instruction.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Similar activity with EL focus	Funding to pay ELPAC Assessment Teachers given ELD planning time	Sub shortage in district to cover classrooms	none

Note/Reminders (optional):



**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

Monitoring:

- Focus student monitored during Principal Monitoring Meeting
- Monthly Special Education Meeting
- 3rd-5th Grade Weekly Meetings between general education meeting and Educational Specialist
- PARA and Ed Specialist Weekly Meeting
- Attend IEP Meetings
- Professional Development- Special Education Focus
- Review progress reports
- Seek additional assistance from CORT to help provide resources
- Differentiate instruction for students with IEP

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Similar activity with focus on SWD	Planning time for Ed Specialists to build daily schedules for themselves and PARAs, Getting to know your SWD	Sub shortage in district to cover classrooms	None



**Pacific View Leadership Elem** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

meetings with the  
teacher

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The following activities will support our professional learning:

- Bimonthly PLCs
- ILT- Analyzing Data and Planning PDs
- Three Student Monitoring meetings with Principal
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$5,000.38	09800-1157	Hourly for extra planning time	Hours for Playworks	n/a	None
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Similar activities with ELA focus	Three Student Monitoring meetings with Principal	Sub shortage in district to cover classrooms	None

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

**Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1****\*Strategy/Activity - Description**

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The district funds 0.2 FTE of our site counselor. The site has voted to use Title I funds to cover another 0.4 FTE so that more of our students can benefit from the services provided by the counselor. The counselor will help facilitate the following with targeted student groups (English Learners, Students with Disabilities, Hispanic, Homeless):

- Second Step Lessons
- Social/Emotional Small Groups
- Resources to Families (Say San Diego)
- Facilitate Student Study Team Meetings
- Monitor Attendance/SARB Students
- Home Visits
- Individual student counseling support
- Liaison for School Link, a school-based therapy program

The school will implement Playworks in order to promote engaging, inclusive, collaborative, and safe play. Through these lessons, students will learn to resolve conflicts and create a safe environment. All students will have a sense of belonging and want to contribute to the classrooms. They will feel safe and come to school ready to learn.

Also included to improve attendance- field trips to increase student engagement.

**\*Proposed Expenditures for this Strategy/Activity**Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

**Pacific View Leadership Elem** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512017	0.20000	\$26,329.17	30100-1210	Counselor monitoring chronic absenteeism and behavior. Providing on-going support to students	Second Step Lessons - Social/Emotional Small Groups - Resources to Families (Say San Diego) - Facilitate Student Study Team Meetings - Monitor Attendance/SARB Students - Home Visits - Individual student counseling support - Liaison for School Link, a school-based therapy program	n/a	None
School Counselor - NEW POSN, SBB2512017	0.20000	\$26,329.17	30106-1210	Counselor monitoring chronic absenteeism and behavior. Providing on-going support to students	Second Step Lessons - Social/Emotional Small Groups - Resources to Families (Say San Diego)	n/a	None

**Pacific View Leadership Elem** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Facilitate Student Study Team Meetings
- Monitor Attendance/SARB Students
- Home Visits
- Individual student counseling support
- Liaison for School Link, a school-based therapy program

Classroom  
Teacher Hrly

\$5,000.38

30106-1157

Hourly pay for teachers for attending summer training. Hourly pay for ILT for attending summer training.

Hourly pay for teachers for attending summer training. Hourly pay for ILT for attending summer training.

n/a

None

Note/Reminders (optional):

## Goal 2 - English Language Arts

### Strategy/Activity 1

#### \*Strategy/Activity - Description

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The following activities will support our professional learning:

- Bimonthly PLCs
- ILT- Analyzing Data and Planning PDs
- Three Student Monitoring meetings with Principal

Extra focus will be on Hispanic, EL and Homeless/Foster students by way of:

- Designated and Integrated ELD (if EL)
- Small group targeted instruction
- Setting target literacy goals
- Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$30,614.83	30100-1192	Purchase district AEP visiting teachers to provide release time so that	Students exposed to Art, Dance and Theatre Release time for teachers to have PLC	AEP Teachers do not know students like classroom teachers, management concerns,	None



**Pacific View Leadership Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES**

			teachers can meet to collaborate	Grade level and cross grade level planning	Sub shortage in district to cover classrooms	
Supplies	\$4,249.00	30100-4301	Purchase supplemental supplies to support instruction, including professional texts	Able to purchase Science online program	n/a	None
Supplies	\$5,571.00	30106-4301	instructional materials	Purchased supplemental materials	n/a	None

Note/Reminders (optional):



### Goal 3 - Mathematics

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The following activities will support our professional learning:

- Bimonthly PLCs
- ILT- Analyzing Data and Planning PDs
- Three Student Monitoring meetings with Principal

Extra focus will be on Hispanic, EL and Homeless/Foster students by way of:

- Designated and Integrated ELD (if EL)
- Small group targeted instruction
- Setting target literacy goals
- Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. This also includes purchasing supplemental materials as necessary for ELA
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

##### \*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Currielm Dev Vist Tchr	--	--	30100-1192	Similar activity with a math focus			
Supplies	--	--	30100-4301	Similar activity with math focus			
Supplies	--	--	30106-4301	supplies for instruction			

## Goal 4- English Learners

### Strategy/Activity 1

#### \*Strategy/Activity - Description

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

#### **VISITING TEACHERS**

Grade level collabs/PLC: AEP Visiting teachers are funded so that teachers can meet in three hour PLC. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

Professional Learning: Visiting teachers are funded so that teachers can participate in professional learning around Benchmark ELD instruction.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Similar activity with EL focus	Similar activity with EL focus	Similar activity with EL focus	None
Supplies	--	--	30100-4301	Similar activity with EL focus	Similar activity with EL focus	Similar activity with EL focus	None

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

Monitoring:

- Focus student monitored during Principal Monitoring Meeting
- Monthly Special Education Meeting
- 3rd-5th Grade Weekly Meetings between general education meeting and Educational Specialist
- PARA and Ed Specialist Weekly Meeting
- Attend IEP Meetings
- Professional Development- Special Education Focus
- Review progress reports
- Seek additional assistance from CORT to help provide resources
- Differentiate instruction for students with IEP

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Similar activity with focus on SWD			
Supplies	--	--	30100-4301	Similar activity with focus on SWD			

Note/Reminders (optional):

## Goal 6 - Family Engagement

### Strategy/Activity 1

#### \*Strategy/Activity - Description

Promoting parent involvement by creating a safe and welcoming environment where parents feel safe and heard and creating more outlets to reach parents.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl PARAS Hrly		\$300.83	30103-2281	Pay for childcare for younger children during parent meetings	Parents can attend meetings	n/a	None
Supplies		\$313.00	30103-4301	pay for supplies for parent meetings (journals, pens, notebooks)	Materials available for parents	n/a	none
Inservice supplies		\$500.00	30103-4304	light refreshments	light refreshments	n/a	none
Postage Expense		\$200.00	30103-5920	postage for mailing letters home to parents	Communication sent home	n/a	none

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

With a high unduplicated pupil percentage of 83.9%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at PVLE will benefit.

The following activities will support our professional learning:

- Bimonthly PLCs
- ILT- Analyzing Data and Planning PDs
- Three Student Monitoring meetings with Principal
- Release time for PLC time in order to analyze student reading data and time to planning meaningful lessons.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	30106-1157	Similar activities with ELA focus	Similar activities with ELA focus	n/a	None
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Similar activities with ELA focus	Similar activities with ELA focus	n/a	None

Note/Reminders (optional):

What are my leadership strategies in service of the goals?